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ABSTRACT

During fall 1983, a needs assessment survey was administered to 928 students enrolled in entry-level English courses at St. Louis Community College at Forest Park. The survey sought information on students' career, academic, and personal-social needs. Study findings included the following: (1) at least 64% of the students expressed a moderate or major need for career exploration; knowledge of abilities and interests, and strengths and weaknesses; job search skills; and goal assessment; (2) 53.5% of the respondents had moderate to major needs in the areas of understanding achievement level, selection of courses, knowledge of graduation requirements, more effective study methods, increasing reading speed and comprehension level, and accessing college transfer information; (3) 66.9% of the respondents indicated that they had minor needs or no needs in the personal-social area; and (4) comparisons with results of previous needs assessments indicated a consistency of findings for 1981 through 1984. The survey instrument and detailed study results are appended. (LAL)

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STUDENT NEEDS ASSESSMENT

1983

St. Louis Community College at Forest Park
Division of Counseling

PREPARED BY:

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Logistics/Research

Spring 1984

COMMENTS

The 1983 Student Needs Assessment Report reflects the third consecutive year that Raymond Hauver has tabulated and analyzed this important student data. It is interesting to note the consistency of the findings from 1981 to 1984. Entering students surveyed have clearly indicated during this period that career needs are their number one need. In response, we should formulate and refine programs, activities, and services which meet the career needs and other critical needs identified in this report. To maximize our impact in meeting these needs, a total institutional effort is required. Let us generate the team effort essential to the development and delivery of a comprehensive educational program designed to meet student needs in the most cost-effective manner possible.

This research report would not have been possible without the involvement of many individuals. A special note of thanks is extended to our counselors for administering the needs assessment, and to members of the English Department for permitting counselors to conduct orientation/needs assessment sessions in their English classes.

As always, we welcome your comments and suggestions.

E. Daniel Kapraun

E. Daniel Kapraun
Director of Counseling

OVERVIEW

A student needs assessment survey was administered by the Forest Park Counseling Division in cooperation with the English Department during fall semester 1983 to students enrolled in entry-level English courses. The general purpose of the survey was to determine student needs in three areas. The areas are: career needs, academic needs, and personal-social needs. The survey was administered at the end of orientation sessions conducted in the various English classrooms. The survey was revised prior to administration during fall 1983 to eliminate survey format limitations specified in the 1981 and 1982 Student Needs Assessment Report.

STATISTICAL DATA

The data was compiled using the TRS-80 Microcomputer housed in the counseling center (F-217). Results were tabulated by response frequency distributions expressed in percentages. The population for fall 1983 was 928 students. The percentage totals may vary due to computer rounding off of calculations to 100 ± 1 The response frequency distributions for the students needs assessment administered during fall 1983 is included as Appendix A. The itemized response scores are shown for each question. The analysis will be confined to the total distribution of the three major areas referred to previously.

ANALYSIS

In order to present the results for relatively simple interpretation, the total responses for career needs, academic needs, and personal-social needs have been grouped in graphic form indicating the specific area and year of data. Comparisons of 1983 data to needs assessment data of 1981 and 1982 can be readily made due to the similar format of the research reports.

Figure 1, Career Needs 1983, indicates that 64.7% of the students responding to the survey expressed a moderate to major need for career exploration, knowledge

of ability, interests, strengths, weaknesses, job search skills, and goal assessment.

Figure 2, Academic Needs 1983, indicates that 53.5% of those responding to the survey had moderate to major needs in areas of understanding achievement level, selection of courses, knowing about graduation requirements, studying more effectively, increasing reading speed and comprehension level, and accessing college transfer information.

Figure 3, Personal-Social Needs 1983, indicates that 32.3% of those responding to the survey indicated a moderate to major need in personal-social areas while 66.9% of the respondents indicated they did not have a need or the need was minor. Question number 2, "Asserting myself in a positive way to achieve personal goals" was the only personal-social need that respondents indicated a moderate or major need level above 45% (49.3%). All other responses were below 45%.

SUMMARY

The revision of the needs assessment survey for 1983 was successful in eliminating the format limitation evident in the 1981 and 1982 needs assessment surveys.

Figure 1 responses for major needs in career areas is 33.5%. When combined moderate and major needs of 31.2% and 33.5%, respectively, are taken into consideration (64.7%), the results clearly document the importance of career counseling and job search skills as the number one student need.

Figure 2 responses for major needs in academic areas is 26.5%. When combined moderate and major needs of 27.0% and 26.5%, respectively, are taken into consideration (53.5%), the results indicate a strong student interest in meeting academic needs.

Figure 3 responses for major needs in personal-social areas is 12.7%. The

combination of moderate needs of 19.6% and major needs of 12.7% (32.3%) does not reflect a strong student interest. Of those responding, 40.8% did not indicate a need in this area; 26.1% indicated a minor need.

Figure 4 represents data presented in figures 1 through 3 in a different format.

The results of this study should be helpful to the Division of Counseling and other subunits of the Forest Park Campus in planning services to meet student needs.

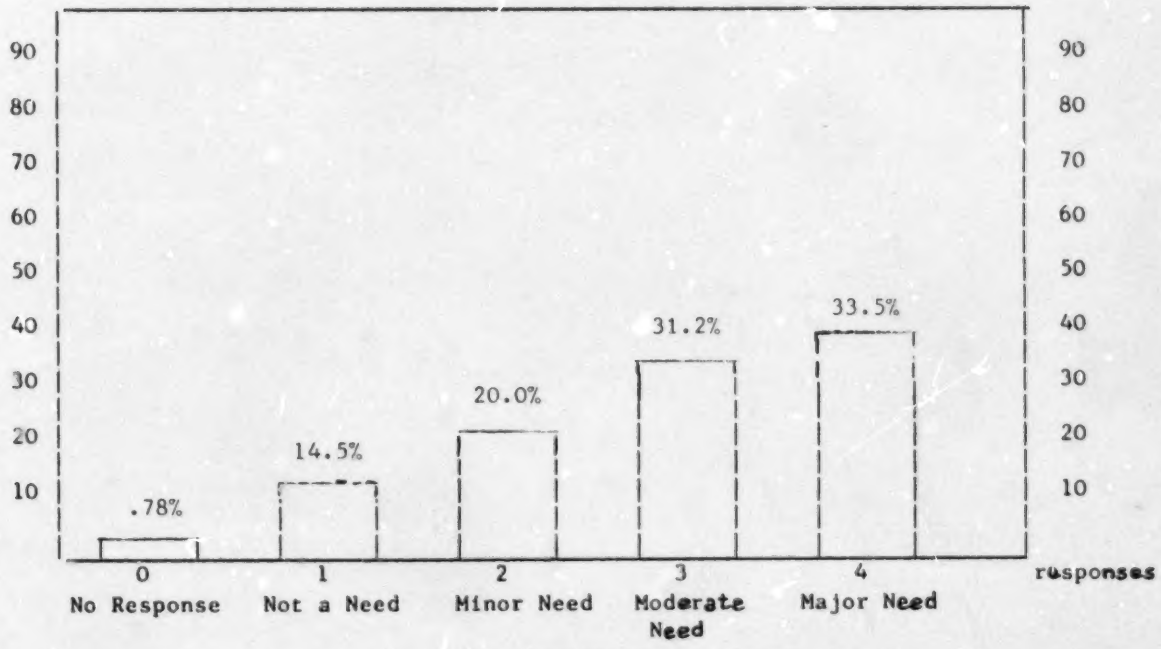
LIMITATIONS OF STUDY

Limitations of this study include:

1. The population surveyed is not necessarily a representative sample of freshmen at Forest Park. The survey was administered only to those students in entry-level English courses.
2. During administration, 85 students completed only the front side of the survey. The response frequency distribution of their responses (with mean and standard deviation) is included as appendix B. No attempt was made to evaluate these responses and they are not included in the population of 928.

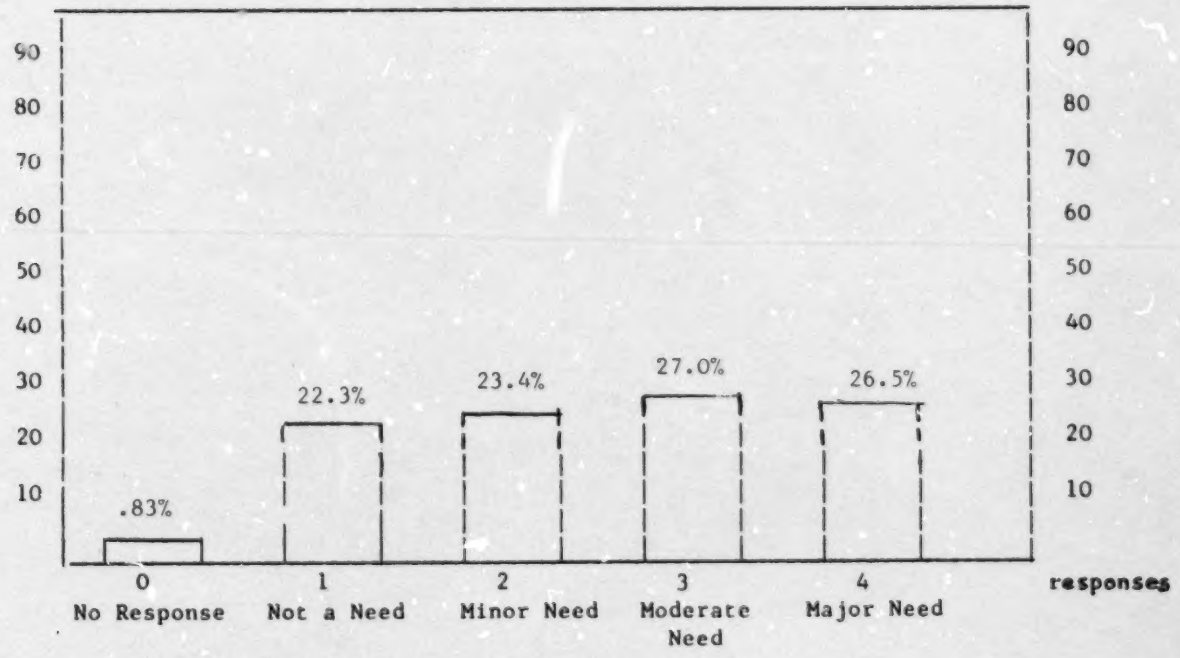
CAREER, ACADEMIC, PERSONAL-SOCIAL NEEDS

FIGURE 1



I. CAREER NEEDS 1983

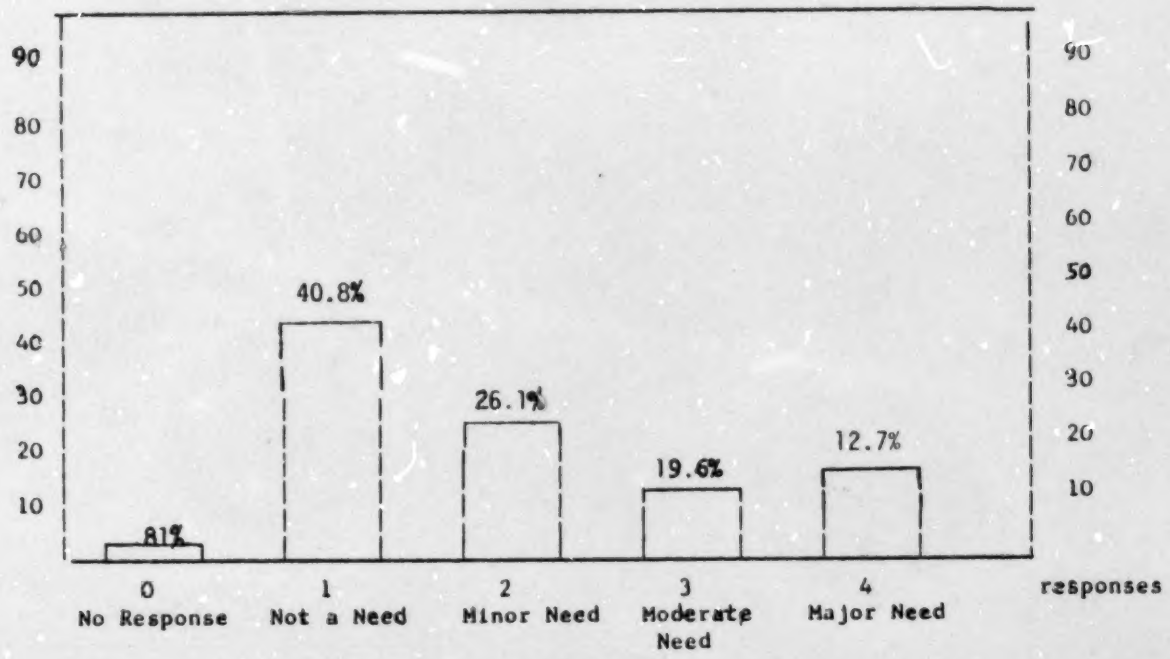
FIGURE 2



II. ACADEMIC NEEDS 1983

CAREER, ACADEMIC, PERSONAL-SOCIAL NEEDS

FIGURE 3



III. PERSONAL-SOCIAL NEEDS 1983

Figure 4

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

STUDENT NEEDS ASSESSMENT DATA 1983

	1983
I. CAREER NEEDS	
0 No Response	.78%
1 Not a Need	14.5 %
2 Minor Need	20.0 %
3 Moderate Need	31.2 %
4 Major Need	33.5 %
II. ACADEMIC NEEDS	
0 No Response	.83%
1 Not a Need	22.3 %
2 Minor Need	23.4 %
3 Moderate Need	27.0 %
4 Major Need	26.5 %
III. PERSONAL-SOCIAL NEEDS	
0 No Response	.81%
1 Not a Need	40.8 %
2 Minor Need	26.1 %
3 Moderate Need	19.6 %
4 Major Need	12.7 %

APPENDIX A

YOUR SOCIAL SECURITY NUMBER_____ SEMESTER_____

STUDENT NEEDS ASSESSMENT

DIRECTIONS:

1. First read the item and consider it carefully.
2. Circle the appropriate number for need responses.

N = 928

		No Response	Not a need	Minor Need	Moderate Need	Major Need
I. CAREER NEEDS						
1. Knowing more about my abilities and interests.		8	125	201	299	295
	%	0.8	13.5	21.7	32.2	31.8
2. Knowing more about my strengths and weaknesses.		3	108	205	312	300
	%	0.3	11.6	22.1	33.6	32.3
3. Understanding how to assess and evaluate my goals.		10	104	180	321	313
	%	1.1	11.2	19.4	34.6	33.7
4. Understanding how the courses I am taking relate to my career plans.		3	202	184	211	328
	%	0.4	21.8	19.8	22.7	35.3
5. Knowing more about possible careers and the world of work.		5	143	212	286	282
	%	0.6	15.4	22.8	30.8	30.4
6. Doing an indepth exploration of jobs/careers which relate to my interests and abilities.		14	122	169	323	300
	%	1.6	13.1	18.2	34.8	32.3
7. Knowing what jobs relate to my program of study.		9	162	146	254	357
	%	1.0	17.5	15.7	27.4	38.5
8. Talking with a counselor or job placement specialist about career plans.		5	104	179	314	326
	%	0.6	11.2	19.3	33.8	35.1
9. Developing effective job hunting skills (resume writing, interview skills, etc.).		8	143	194	282	301
	%	0.9	15.4	20.9	30.4	32.4
II. ACADEMIC NEEDS						
1. Understanding more specifically my instructor's classroom expectations for me.		9	203	260	274	182
	%	1.0	21.9	28.0	29.5	19.6
2. Understanding what I can realistically achieve.		6	154	203	314	251
	%	0.7	16.6	21.9	33.8	27.0
3. Receiving more help in selecting courses.		6	163	238	301	220
	%	0.7	17.6	25.6	32.4	23.7
4. Knowing more about graduation requirements.		11	159	194	232	332
	%	1.2	17.1	20.9	25.0	35.8
5. Knowing more about colleges to which I may transfer.		2	239	142	218	327
	%	0.2	25.8	15.3	23.5	35.2
6. Knowing how to study more effectively.		7	98	215	268	340
	%	0.7	10.6	23.2	28.9	36.6
7. Increasing my reading speed and comprehension level.		2	112	180	244	390
	%	0.2	12.1	19.4	26.3	42.0
8. To be tutored in English.		8	340	250	217	113
	%	0.9	36.6	26.9	23.4	12.2

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		No response	Not a need	Minor need	Moderate need	Major need
II. ACADEMIC NEEDS (continued)						
9. To be tutored in mathematics.		11	285	220	212	200
	%	1.2	30.7	23.7	22.8	21.6
10. To be tutored in other subjects.		15	312	274	223	104
	%	1.6	33.6	29.5	24.0	11.3
III. PERSONAL-SOCIAL NEEDS						
1. Maintaining self-motivation.		7	279	246	249	147
	%	0.8	30.1	26.5	26.8	15.8
2. Asserting myself in a positive way to achieve.		5	214	252	239	218
	%	0.4	23.1	27.2	25.8	23.5
3. Handling stress.		6	277	271	203	171
	%	0.7	29.8	29.2	21.9	18.4
4. Maintaining a positive self-image.		5	291	261	232	139
	%	0.5	31.4	28.1	25.0	15.0
5. Maintaining self-confidence.		15	292	230	223	168
	%	1.6	31.5	24.8	24.0	18.1
6. Feeling confident about my personal appearance.		8	425	232	157	106
	%	0.9	45.8	25.0	16.9	11.4
7. Formulating a personal value system.		18	326	292	205	87
	%	1.9	35.1	31.5	22.1	9.4
8. Making decisions about use of alcohol or drugs.		5	733	94	49	47
	%	0.5	79.0	10.1	5.3	5.1
9. Managing my time.		6	295	252	214	161
	%	0.6	31.8	27.2	23.1	17.3
10. Finding someone to help me with my personal problems.		5	540	208	96	79
	%	0.5	58.2	22.4	10.3	8.6
11. Learning what my rights and responsibilities are as a student.		7	349	291	183	98
	%	0.8	37.6	31.4	19.7	10.6
12. Feeling comfortable with meeting new people.		5	402	233	190	98
	%	0.5	43.3	25.1	20.5	10.6
13. Demonstrating acceptance and tolerance toward people whose background or lifestyle is different than mine.		5	477	257	135	54
	%	0.5	51.4	27.7	14.5	5.9
14. Allowing myself to more freely express emotions such as empathy and compassion for others.		9	405	278	165	71
	%	1.0	43.6	30.0	17.8	7.6

APPENDIX B

MEANS AND STANDARD DEVIATIONS

VARIABLE	N	MEAN	S.D.
TOTAL TEST	85	46.6706	10.7817
SUBTEST 1	85	25.0941	6.5881
SUBTEST 2	85	21.5765	5.43056

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RESPONSE FREQUENCY DISTRIBUTION

ITEM	'0'	'1'	'2'	'3'	'4'	'5'	'6'	'7'	'8'	'9'	N	REV
1	3	9	21	30	22	0	0	0	0	0	85	N
(%)	3.5	10.6	24.7	35.3	25.9	0.0	0.0	0.0	0.0	0.0		
2	2	4	25	30	24	0	0	0	0	0	85	N
(%)	2.4	4.7	29.4	35.3	28.2	0.0	0.0	0.0	0.0	0.0		
3	1	11	17	30	26	0	0	0	0	0	85	N
(%)	1.2	12.9	20.0	35.3	30.6	0.0	0.0	0.0	0.0	0.0		
4	0	18	16	22	29	0	0	0	0	0	85	N
(%)	0.0	21.2	18.8	25.9	34.1	0.0	0.0	0.0	0.0	0.0		
5	1	11	15	32	26	0	0	0	0	0	85	N
(%)	1.2	12.9	17.6	37.6	30.6	0.0	0.0	0.0	0.0	0.0		
6	2	8	18	29	28	0	0	0	0	0	85	N
(%)	2.4	9.4	21.2	34.1	32.9	0.0	0.0	0.0	0.0	0.0		
7	4	15	13	30	23	0	0	0	0	0	85	N
(%)	4.7	17.6	15.3	35.3	27.1	0.0	0.0	0.0	0.0	0.0		
8	2	12	14	22	35	0	0	0	0	0	85	N
(%)	2.4	14.1	16.5	25.9	41.2	0.0	0.0	0.0	0.0	0.0		
9	2	14	13	24	32	0	0	0	0	0	85	N
(%)	2.4	16.5	15.3	28.2	37.6	0.0	0.0	0.0	0.0	0.0		
10	2	17	26	19	21	0	0	0	0	0	85	N
(%)	2.4	20.0	30.6	22.4	24.7	0.0	0.0	0.0	0.0	0.0		
11	1	6	25	20	25	0	0	0	0	0	85	N
(%)	1.2	7.1	29.4	32.9	29.4	0.0	0.0	0.0	0.0	0.0		
12	0	9	24	33	19	0	0	0	0	0	85	N
(%)	0.0	10.6	28.2	38.8	22.4	0.0	0.0	0.0	0.0	0.0		
13	0	9	21	24	31	0	0	0	0	0	85	N
(%)	0.0	10.6	24.7	28.2	36.5	0.0	0.0	0.0	0.0	0.0		
14	1	19	16	22	27	0	0	0	0	0	85	N
(%)	1.2	22.4	18.8	25.9	31.8	0.0	0.0	0.0	0.0	0.0		
15	1	8	16	26	32	0	0	0	0	0	85	N
(%)	1.2	9.4	21.2	30.6	37.6	0.0	0.0	0.0	0.0	0.0		
16	0	14	15	24	32	0	0	0	0	0	85	N
(%)	0.0	16.5	17.6	28.2	37.6	0.0	0.0	0.0	0.0	0.0		
17	1	28	22	22	12	0	0	0	0	0	85	N
(%)	1.2	32.9	25.9	25.9	14.1	0.0	0.0	0.0	0.0	0.0		

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